DOCUMENT RESUME

ED 304 036 HE 022 175

AUTHOR Eagle, Eva; Carroll, C. Dennis
TITLE Postsecondary Enrollment, Persistence, and Attainment for 1972, 1980, and 1982 High School Graduates. High School and Beyond National Longitudinal Study. Survey Report. Contractor Report.
INSTITUTION National Center for Education Statistics (ED), Washington, DC.
REPORT NO CS-89-301
PUB DATE Dec 88
NOTE 52p.; Data Series: DR-NLS/HSB:72-86.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Academic Achievement; Academic Persistence; Black Students; *College Attendance; *Degrees (Academic); *Enrollment Trends; Females; High School Graduates; Hispanic Americans; Postsecondary Education; Racial Differences; Sex Differences; *Socioeconomic Status
IDENTIFIERS *High School And Beyond (NCES); National Longitudinal Study High School Class 1972; Postsecondary Education Transcript Study

ABSTRACT

Information from the National Longitudinal Study (1972 seniors), the High School and Beyond Study (1980 seniors and sophomores) and the Postsecondary Education Transcript Study (1984) is analyzed to compare the patterns of enrollment, persistence, and attainment among these groups from their high school graduation until 1986. Subgroups by sex, race and socioeconomic status were analyzed, and the findings included the following: (1) postsecondary enrollment rates increased between 1972 and 1980, but declined for the 1982 cohort; (2) enrollment was higher for Whites than for Blacks, and there was a positive relationship between enrollment and socioeconomic status; (3) rates of persistence through three years of postsecondary education did not decline between the 1972 and 1980 cohorts, but declined significantly between the 1980 and 1982 cohorts; (4) the rate of persistence through four years of postsecondary education was lower in each successive cohort for Black students; (5) the rate of 1- or 2-year degrees was about the same for the 1980 and 1982 cohorts, except that the rate declined for males and students with high socioeconomic status; and (6) rates of attainment for the 1982 and 1972 cohorts were about the same, except that the 1982 cohort had higher attainment rates among Blacks, Hispanics, and students with low socioeconomic status. A technical appendix provides information about the three studies from which the data are drawn. (KM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED304036

HE

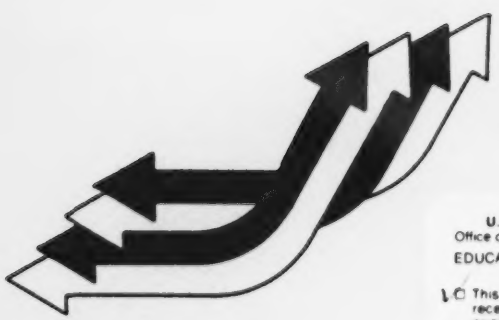
NATIONAL CENTER FOR EDUCATION STATISTICS

Survey Report December 1988

High School and Beyond
National Longitudinal Study

Postsecondary Enrollment, Persistence, and Attainment for 1972, 1980, and 1982 High School Graduates

Contractor Report



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Data Series:
DR–NLS/HSB:72–86

U.S. Department of Education
Office of Educational Research and Improvement **CS 89-301**

HE 022 175

BEST COPY AVAILABLE

NATIONAL CENTER FOR EDUCATION STATISTICS

Survey Report December 1988

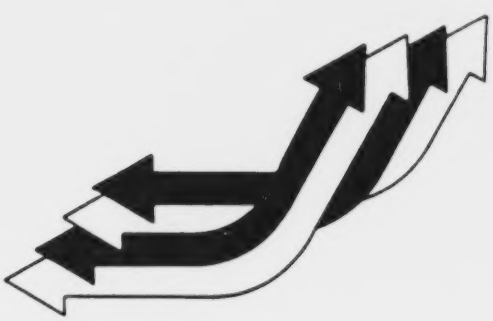
High School and Beyond
National Longitudinal Study

Postsecondary Enrollment, Persistence, and Attainment for 1972, 1980, and 1982 High School Graduates

Contractor Report

Eva Eagle
MPR Associates, Inc.

C. Dennis Carroll
Longitudinal Studies Branch
National Center for Education Statistics



Data Series:
DR-NLS/HSB:72-86

U.S. Department of Education
Office of Educational Research and Improvement **CS 89-301**

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C. 20402

Prepared for the National Center for Education Statistics under contract OE-300-85-0206 with the U.S. Department of Education. Contractors undertaking such projects are encouraged to express freely their professional judgement. This report, therefore, does not necessarily represent positions or policies of the Government, and no official endorsement should be inferred. This report is released as received from the contractor.

FOREWORD

This report uses information about the educational progress of 1972 seniors from the National Longitudinal Study as well as information from the 1980 senior and sophomore cohorts of the High School and Beyond Study. This report draws on information from National Longitudinal Study's base-year (1972), first follow-up (1973), second follow-up (1974), third follow-up (1976), fourth follow-up (1979), and fifth follow-up (1986) surveys, as well as the Postsecondary Education Transcript Study (1984). It also draws on information from High School and Beyond's base-year (1980), first follow-up (1982), second follow-up (1984), third follow-up (1986). This report compares the patterns of enrollment, persistence, and attainment for all three cohorts from their high school graduation until 1986.

The NLS-72 and HS&B data are a rich source of information on the activities of high school graduates, on the consequences of alternative choices during young adulthood, and outcomes from these choices during early middle age. This report demonstrates the breadth of these data in the area of postsecondary education. Due to limitations of space, the analysis is restricted to a few important subgroups—sex, race, and socioeconomic status. Many other subgroups deserve attention. Variation in outcomes according to high school test scores, high school grade averages, home language, plans for postsecondary education, and family size, among others, can and should be examined in more detail.

We hope that this report will inspire other researchers to use these data to pursue their own interests. The National Center for Education Statistics (NCES) has computer tapes available to those wishing to carry out their own analysis of special questions and issues. NCES also maintains a large set of summary statistics on a microcomputer database. Statistics contained in the database cover the same topics described in this report but in much greater detail.

Information about obtaining NLS-72 or HS&B computer tapes is available from the U.S. Department of Education, Office of Educational Research and Improvement, Information Technology Branch, 555 New Jersey Avenue, N.W., Room 215, Capitol Place Building, Washington, D.C. 20208-1227.

Samuel S. Peng, Director
Postsecondary Education
Statistics Division
National Center for Education Statistics
Office of Educational Research
and Improvement

C. Dennis Carroll, Chief
Longitudinal Studies Branch
National Center for Education Statistics
Office of Educational
Research and Improvement

SUMMARY OF FINDINGS

Enrollment

- Rates of enrollment in postsecondary education for high school graduates increased between the 1972 cohort and the 1980 cohort, but declined for the 1982 cohort.

- For all three cohorts studied, enrollment was higher for whites than for blacks or Hispanics, and there was a positive relationship between enrollment and socioeconomic status. However, females enrolled at higher rates than males in the later cohorts while showing a similar level of enrollment in the 1972 cohort.

- The proportion of students who first entered postsecondary education during the second year after high school graduation was higher for the 1980 and 1982 cohorts than for the 1972 cohort, but there were new enrollees each year after graduation in each cohort.

- Enrollment was higher for the 1980 cohort than the 1972 cohort for all students, regardless of sex, race/ethnicity, or socioeconomic status. Despite some enrollment declines between the 1980 and 1982 cohorts, enrollment among the 1982 cohort was still higher than for the 1972 cohort for most types of students. However, 1982 cohort enrollment was not significantly different from 1972 cohort enrollment among black students.

Persistence

- For students who enrolled immediately in postsecondary education, rates of persistence during the first year of school did not vary among cohorts.

- For most students who enrolled immediately in postsecondary education, rates of persistence through two years of school declined with each successive cohort. For Hispanic and black students, as well as for low and high SES students, there was no decline in persistence through three years from the 1972 to the 1980 cohorts, but there was a decline between the 1980 and 1982 cohorts.

- Rates of persistence through three years of postsecondary education did not decline between the 1972 and 1980 cohorts, but declined significantly between the 1980 and 1982 cohorts.

- The rate of persistence through four years of postsecondary education was lower in each successive cohort for blacks. Among whites and Hispanics, fewer 1982 or 1980 graduates persisted through four full years than 1972 graduates, although there was no significant decline between the last two cohorts.

- The proportion of students persisting in postsecondary education through two or more years was lower in the 1982 cohorts than in the 1972 cohort for all students, regardless of sex, race/ethnicity, or socioeconomic status.

Attainment

- Rates of attaining 1- or 2-year degrees increased between the 1972 cohort and the 1980 cohort, regardless of student sex, race/ethnicity, or socioeconomic status.

- The rate of 1- or 2-year degrees was about the same for the 1980 and 1982 cohorts, except that the rate declined for males and high SES students.

- Rates of attainment for the 1982 and 1972 cohort were about the same, except that the 1982 cohort had higher attainment rates among blacks, Hispanics, and low SES students.

- By February 1986, 19 percent of the 1980 graduates had attained 4-year degrees. Fourteen percent of the 1972 graduates had attained 4-year degrees by June 1976 and 24 percent by June 1978.

ACKNOWLEDGMENTS

The author wishes to thank all those persons who contributed to the production of this report. Ellen Liebman built the analysis files for the composite variables for enrollment, persistence, and attainment, in addition to producing the tables that served as the basis for this report. I could not have produced so intensive an analysis without Ellen's intimate knowledge of the NLS-72 and HS&B datasets, and her willingness to endure my requests for "just one more run." Kent Withrow and Leslie Retallick performed a number of critical tasks throughout the process of completing the report, including downloading tables from a mainframe computer and preparation of all of the graphics in the report. Special thanks go to Gary Hoachlander, who carefully reviewed the content of the final draft.

I would also like to acknowledge the careful reading of this report by a panel of reviewers: Chuck Cowan, Ralph Lee, and Gayle Rogers of the National Center for Education Statistics and Pat Smith of the American Council on Education.

Finally, I would also like to thank C. Dennis Carroll, Chief of the Longitudinal Studies Branch, who worked closely with me on this project.

TABLE OF CONTENTS

Foreword iii

Summary of Findings iv

Acknowledgments vi

List of Figures viii

List of Tables ix

Introduction 1

Changes in Postsecondary Enrollment 1
- Immediate Entry into Postsecondary Education 2
- Late Entry into Postsecondary Education 3
- Patterns of Enrollment in Postsecondary Education for Males and Females 5
- Patterns of Enrollment in Postsecondary Education for Students of Different Race/Ethnicity 7
- Patterns of Enrollment in Postsecondary Education for Students of Different Socioeconomic Status 9
- Postsecondary Enrollment after Four Years 11

Changes in Persistence in Postsecondary Education 12
- Patterns of Persistence in Postsecondary Education for Males and Females 13
- Patterns of Persistence in Postsecondary Education for Students of Different Race/Ethnicity 14
- Patterns of Persistence in Postsecondary Education for Students of Different Socioeconomic Status 16

Changes in Attainment in Postsecondary Education 17
- Attainment of 1- or 2-Year Degrees 17
- Attainment of 4-Year Degrees 19

Discussion 20

Technical Appendix 23

LIST OF FIGURES

Figure		Page
1	Percent of Graduates Entering Postsecondary Education Immediately after High School	2
2	Cumulative Percent of High School Graduates Enrolled in Postsecondary Education Each Year after High School	5
3	Cumulative Percent of Male and Female High School Graduates Enrolled in Postsecondary Education Each Year after High School	6
4	Cumulative Percent of High School Graduates Enrolled in Postsecondary Education Each Year after High School, by Race/Ethnicity	8
5	Cumulative Percent of High School Graduates Enrolled in Postsecondary Education Each Year after High School, by Socioeconomic Status	10
6	Percent of High School Graduates Who Had Enrolled in Postsecondary Education within Four Years of High School Graduation	11
7	Percent of Immediate Entrants Persisting in Postsecondary Education for Various Lengths of Time	13
8	Percent of Immediate Entrants Persisting in Postsecondary Education Each Year after High School, for Males and Females	14
9	Percent of Immediate Entrants Persisting in Postsecondary Education Each Year after High School, by Race/Ethnicity	15
10	Percent of Immediate Entrants Persisting in Postsecondary Education Each Year after High School, by Socioeconomic Status	16
11	Percent of High School Graduates Attaining One-Year or Two-Year Degrees	18

LIST OF TABLES

Table		Page
1	Percent of Graduates Entering Postsecondary Education at Various Times	4
2	Percent of High School Graduates Attaining One-Year or Two-Year Degrees	19
3	Percent of High School Graduates Attaining 4-year Degrees	20

POSTSECONDARY ENROLLMENT, PERSISTENCE, AND ATTAINMENT IN POSTSECONDARY EDUCATION FOR 1972, 1980, AND 1982 HIGH SCHOOL GRADUATES

Introduction

This report compares the educational experiences of 1972, 1980, and 1982 high school graduates. The NLS-72 surveys of 1972 high school seniors and the HS&B surveys of 1980 high school seniors and sophomores provide comparable information on these three cohorts for their first four years after high school and on the two older groups for their first six years. Comparing these data reveals the changes in the proportion of high school graduates enrolling, attaining degrees, and persisting in postsecondary education.

Previous studies of the educational experiences of recent high school graduates have discussed how those experiences varied among students with different background characteristics.[1] These studies demonstrated that there were significant differences between men and women and among racial/ethnic groups in their rates of enrollment, persistence, and attainment in postsecondary education. In addition, these studies demonstrated a continuing relationship between socioeconomic status and educational experiences.

Since the educational experiences for students of different sex, race, and socioeconomic status varied for each cohort, this comparison over time will examine not only the changes in educational experiences for the students in each cohort as a whole, but will also examine separately the changes in educational patterns for males and females; for blacks, Hispanics, and whites; and for students of different socioeconomic status.[2] In all cases this report compares the postsecondary education only of those students who have graduated from high school.

Changes in Postsecondary Enrollment

This section describes changes in the proportion of students from different cohorts who pursued an education beyond high school. The first indicator used is immediate entry into postsecondary education, defined as beginning postsecondary education by the October after high school graduation. This is an important indicator because those who begin their postsecondary education immediately have higher rates of attainment than those who enter later.[3] The second indicator used is cumulative enrollment in each post-high school year. In describing enrollment differences between cohorts, comparisons are made between rates of enrollment at a certain time after high school graduation. Thus, enrollment is compared during the 1972-73 year for 1972 graduates, the 1980-81 year for 1980 graduates, and the 1982-83 year for 1982 graduates. The final figure in this section summarizes enrollment trends by

[1] See Eagle et al, *A Descriptive Summary of 1980 High School Sophomores: Six Years Later; A Descriptive Summary of 1980 High School Seniors: Six Years Later; and A Descriptive Summary of 1972 High School Seniors: Fourteen Years Later.*.

[2] No comparisons are made for Native Americans or Asians as separate groups, due to their small numbers in the NLS-72 sample.

[3] See Eagle et al, *A Descriptive Summary of 1980 High School Seniors: Six Years Later;* p.16.

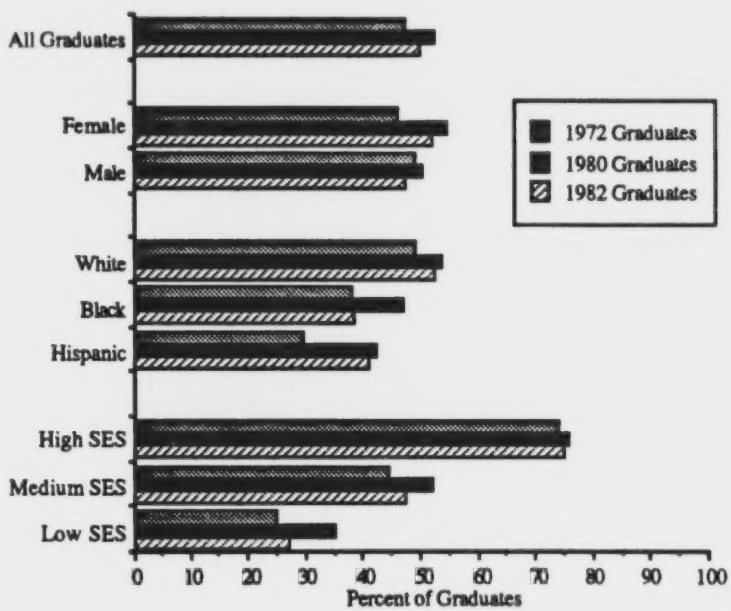
comparing the proportion of graduates who had entered postsecondary education within four years after their high school graduation.

Immediate Entry into Postsecondary Education

The proportion of students entering immediately into postsecondary education changed somewhat during the 1972-1982 period, with the later graduates enrolling at higher rates than the 1972 graduates. Forty-seven percent of the 1972 graduates entered a postsecondary institution immediately after high school, and the proportion of 1980 graduates who enrolled immediately was 53 percent. The apparent decline in the rate of enrollment for the 1982 graduates was not statistically significant, and this rate (50 percent) was higher than that for the 1972 graduates.[4]

As demonstrated in Figure 1, rates of postsecondary enrollment increased between 1972 and 1980 regardless of students' race/ethnicity. The rate of immediate enrollment for white 1972 graduates was 49 percent, rising to 54 percent for the 1980 cohort. Enrollment for black graduates rose from 38 percent to 47 percent. For Hispanics the rate of enrollment rose from 29 percent to 42 percent.

Figure 1
Percent of Graduates Entering Postsecondary Education Immediately after High School



[4] Differences among groups reported throughout the text were evaluated using a two-tailed t–test. Unless otherwise noted, differences reported were significant to the $p \leq .0167$ when taken singly, so that $p \leq .05$ level for each family of tests. An explanation of the procedure used, as well as standard errors for all tables and figures, is given in the technical appendix to this report.

Enrollment rates increased for students of both low and medium socioeconomic status.[5] The rate of immediate enrollment for low SES students rose from 25 percent in 1972 to 35 percent in 1980. The rate for medium SES students rose from 44 percent to 52 percent.[6]

Increases in enrollment between 1972 and 1980 were concentrated among female students rather than male students. The rate of immediate enrollment for female 1972 graduates was 46 percent, rising to 55 percent for the 1980 cohort. The increase for male graduates was not statistically significant.

Although the apparent decline in the rate of immediate enrollment for 1982 graduates was not statistically significant, there were statistically significant declines for some student subgroups. Fewer 1982 graduates of medium socioeconomic status enrolled in postsecondary education than did 1980 graduates of medium socioeconomic status (48 percent compared to 52 percent). There was also a decline in enrollment for students of low socioeconomic status (27 percent compared to 35 percent).[7] Immediate enrollment for blacks declined from 47 percent to 38 percent, while the apparent change in enrollment for Hispanic or white graduates was not statistically significant. When males and females were examined separately, the difference in enrollment rates between the two cohorts was not statistically significant.

The rate of enrollment for the 1982 cohort as a whole was still higher than that for the 1972 cohort as a whole: 50 percent compared to 47 percent. However, this difference was replicated only among certain subgroups. Enrollment rates increased overall for females, whose rate of enrollment in 1982 was 52 percent compared to a rate of 46 percent in 1972. However, there was no statistically significant difference between the 1982 enrollment of males and their 1972 enrollment. Similarly, although the 1982 enrollment rates for whites were higher than their 1972 rates, there was no statistically significant difference between the 1982 and 1972 enrollment rates for Hispanic or black students. For black graduates the proportion who enrolled in 1982 was the same as the proportion who enrolled in 1972: 38 percent.[8]

Late Entry into Postsecondary Education

Although the majority of graduates from each cohort who enrolled in postsecondary education were immediate entrants, a significant minority of students delayed their education by a few months. For example, although 47 percent of the 1972 graduates enrolled in the fall of 1972, another six percent enrolled some time during the 1972-73 academic year. The proportion of students entering late during the first year was also significant for the 1980 and 1982 graduates. In addition to the nearly 53 percent of 1980 graduates who entered postsecondary education immediately after high school, another five percent enrolled during the 1980-81 academic year. In addition to the nearly 50 percent of 1982 graduates who enrolled immediately, another five percent enrolled during the 1981-82 academic year. (See Table 1.)

---

[5] Occupational status is expressed as the average Duncan SEI score for the occupations included in the response category chosen by the student in Question BB030 in the base-year survey. The items included in the possessions variable are those named in Questions BB104A through BB104I in the base-year survey, including a typewriter, electric dishwasher, encyclopedia, two cars, and five other items.

[6] The change in the rates for high SES students was not statistically significant.

[7] The change in the rates for high SES students was not statistically significant.

[8] For no SES group taken separately was the rate of enrollment for the 1982 cohort significantly different from the rate for the 1972 cohort.

The proportion of students entering during the second year was higher for the later graduates than for the class of 1972. As shown in Table 1, six percent of the 1980 graduates and eight percent of the 1982 graduates entered during the second year, compared to three percent of the 1972 graduates.

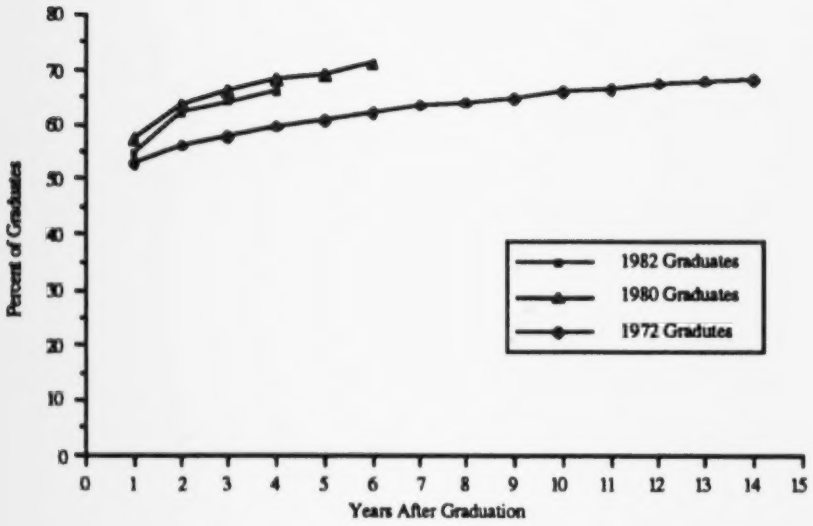
Table 1
Percent of Graduates Entering Postsecondary Education at Various Times

Enrolled Immediately (by Oct.)	Enrolled Late in Year 1	Enrolled by End of Year 1	Enrolled during Year 2	Enrolled by End of Year 2	Enrolled during Years 3,4	Enrolled by End of Year 4
1972 Graduates						
47	6	53	3	56	4	60
1980 Graduates						
53	5	57	6	63	5	68
1982 Graduates						
50	5	55	7	62	4	66

Figure 2 shows that the proportion of graduates who had been enrolled by a particular length of time after graduation was always higher for the later cohorts than for the 1972 graduates.[9] However, the pattern of cumulative enrollments was similar in all cohorts. In addition to the 53 percent of 1972 graduates who were enrolled by June 1973, another seven percent enrolled by June 1976, bringing the total of students enrolled to 60 percent within four years. By February of 1986, fourteen years after high school, 68 percent of the 1972 graduates had enrolled in some form of postsecondary education. In addition to the 57 percent of 1980 high school graduates who enrolled by June 1981, another 11 percent enrolled before the fall of 1984, bringing the total of students enrolled to 68 percent after four years. Only six years after high school, 71 percent of the 1980 high school graduates had enrolled in some form of postsecondary education. In addition to the 55 percent of 1982 high school graduates who enrolled by June 1983, another 11 percent enrolled before February of 1986, bringing the total of students enrolled to 66 percent after nearly four years.

[9] The difference between 1972 and 1982 graduates in first year enrollment was not statistically significant, but the differences for all other years are statistically significant.

Figure 2
Cumulative Percent of High School Graduates Enrolled in Postsecondary Education Each Year after High School



Patterns of Enrollment in Postsecondary Education for Males and Females

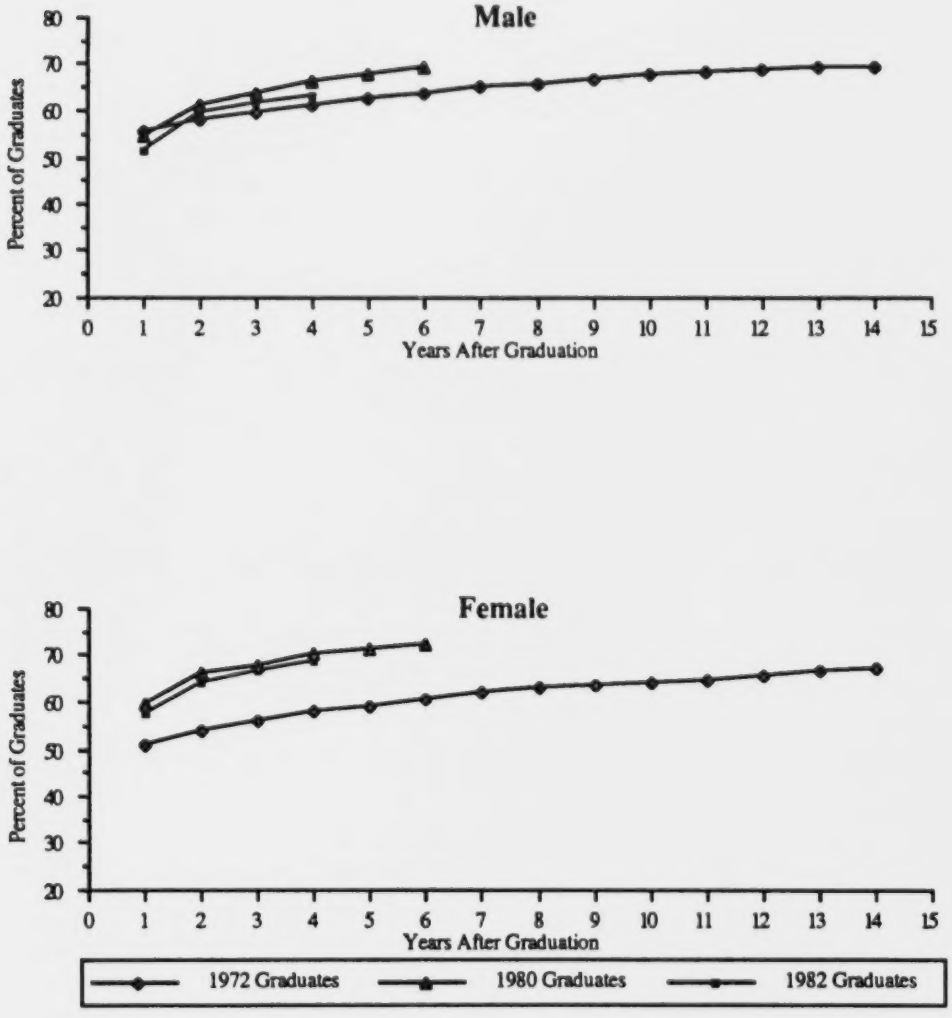
Although the pattern of cumulative enrollment within each cohort was similar for males and females, the amount of change in postsecondary enrollment levels between cohorts was quite different for males compared to females. (See Figure 3.)

Among females, the proportion who had enrolled by each year after high school is greater for later graduates than for the 1972 graduates. For example, first-year enrollment among females for 1980 graduates was 60 percent and for 1982 graduates was 57 percent, compared to 51 percent for 1972 graduates. After four years, the proportion of females enrolled for some amount of time was 70 percent for the 1980 graduates and 68 percent for the 1982 graduates, and 58 percent for the 1972 graduates.

Among males, the differences in the proportion of graduates from each cohort who enrolled during the first year after high school were not statistically significant. Fifty-five percent of the 1972 graduates, 54 percent of the 1980 graduates, and 51 percent of the 1982 graduates enrolled by the end of the first year. After four years, the proportion of males who had enrolled for some amount of time was higher among 1980 graduates than among 1972 graduates. By the end of the fourth year after high school, 66 percent of the 1980 male graduates had experienced some postsecondary education, compared to 61 percent of the 1972 male graduates.[10]

[10] The difference between the 1982 and the 1972 cohorts was not statistically significant for male graduates.

Figure 3
Cumulative Percent of Male and Female High School Graduates Enrolled in Postsecondary Education Each Year after High School[11]



[11] In Figures 3 through 5, the vertical axis begins at 20 percent rather than zero. This change of scale permits three student subgroups to be shown on one page for comparison purposes. To preserve consistency in subgroup comparison, all figures showing cumulative enrollment for a student subgroup have been shown with the same vertical scale.

There was no statistically significant difference in any year between the proportion of 1982 graduates and 1980 graduates who had enrolled, either for males or for females.

Patterns of Enrollment in Postsecondary Education for Students of Different Race/Ethnicity

For most years after high school graduation, the proportion of white students who had enrolled in postsecondary education for some period of time was higher for the later cohorts than for the 1972 cohort.[12] (See Figure 4.) By the end of four years, 68 percent of the white 1982 graduates had enrolled in postsecondary education, compared to 61 percent of the white 1972 graduates. By the end of six years, 71 percent of the white 1980 graduates had enrolled, compared to 63 percent of the white 1972 graduates.[13] In no year was the difference between the cumulative percentage of the 1982 and 1980 white graduates enrolled in postsecondary education statistically significant.

The differences between Hispanic graduates of different cohorts match those for whites, except that Hispanics showed greater increases in enrollment between the 1972 and 1980 cohorts. Compared to a first-year enrollment rate of 34 percent for the 1972 graduates, the 1980 graduates had a first-year enrollment rate of 47 percent and the 1982 graduates had a first-year enrollment rate of 46 percent. After four years, 57 percent of the 1982 Hispanic graduates had enrolled in some form of postsecondary education, compared to 41 percent of the 1972 graduates. After six years, the proportion of 1980 Hispanic graduates who had enrolled in some form of postsecondary education was 61 percent, while the proportion of 1972 Hispanic graduates who had enrolled by this time was 45 percent. For Hispanics, as for whites, the apparent decline in cumulative enrollment rates between 1982 and 1980 was not statistically significant.

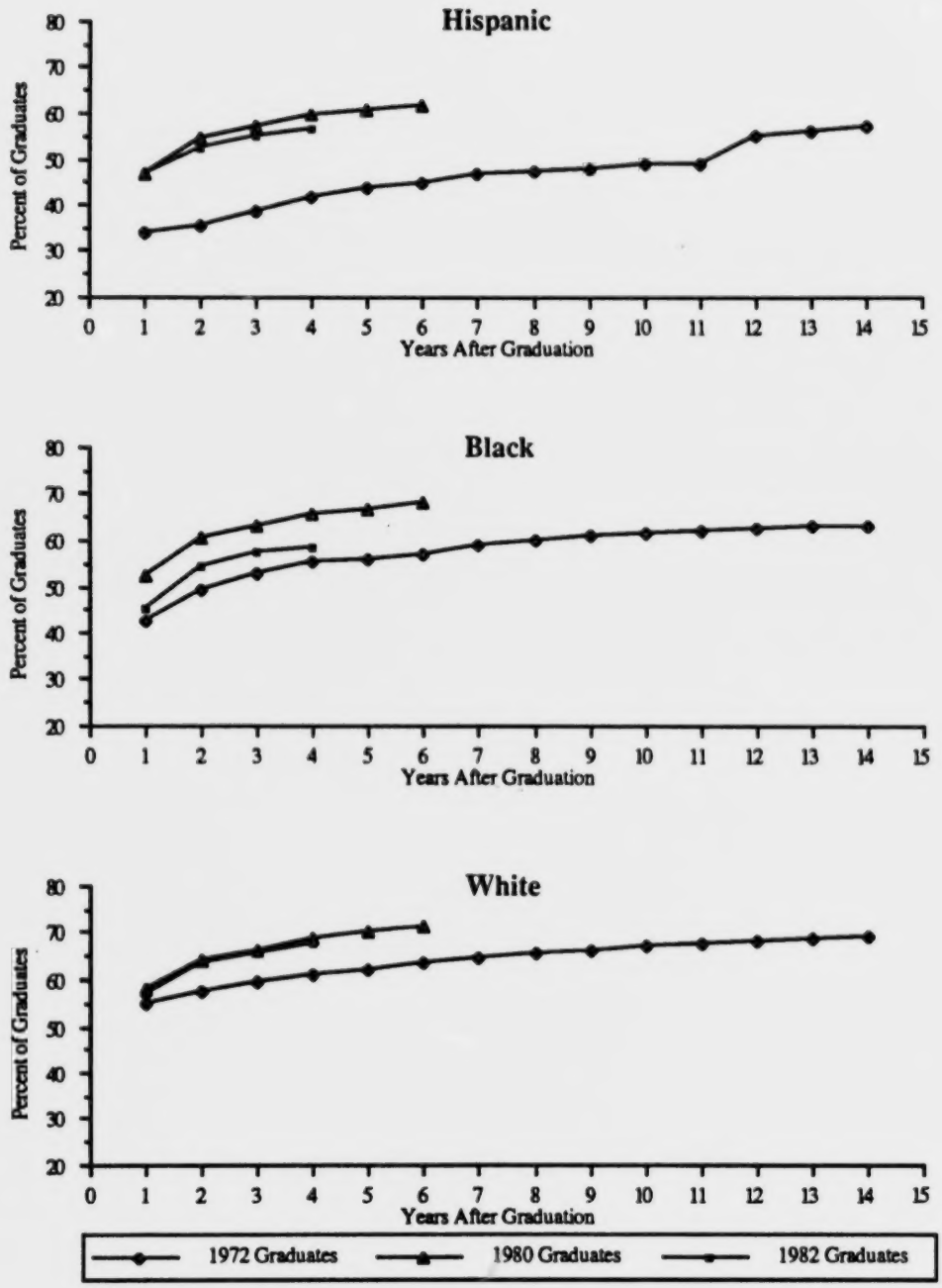
The pattern of cumulative enrollment for black graduates was quite different than that for whites and Hispanics. For blacks, there was an increase in enrollment from the 1972 cohort to the 1980 cohort, followed by a significant decline in enrollment levels between the 1980 and the 1982 cohorts. Fifty-three percent of the 1980 black graduates enrolled during the first year after high school, compared to 42 percent for the 1972 cohort. The enrollment rate for the 1982 cohort, however, was down to 45 percent. By the end of four years, the rates of cumulative enrollment were 55 percent for black 1972 graduates, 66 percent for black 1980 graduates, and 58 percent for black 1982 graduates. The 58 percent cumulative enrollment rate for black 1982 graduates was not significantly different from that reached by black 1980 graduates after two years (60 percent). Despite the increased rates of enrollment for the 1980 cohort compared to the 1972 cohort, the decline in enrollment rates between the 1980 and 1982 cohorts meant that in no year was the cumulative enrollment rate for black 1982 graduates significantly different from that for black 1972 graduates.

---

[12] The differences between cohorts in first year enrollment were not statistically significant.

[13] Since the last HS&B survey was done in 1986, this restricts comparisons for the 1982 graduates to four years after high school and comparisons for the 1980 graduates to six years after high school.

Figure 4
Cumulative Percent of High School Graduates Enrolled in Postsecondary Education Each Year after High School, by Race/Ethnicity



Patterns of Enrollment in Postsecondary Education for Students of Different Socioeconomic Status

Figure 5 shows the cumulative enrollment in each year after high school for graduates with different socioeconomic status. For all SES groups, the proportion of delayed entrants was greater in the later cohorts than in the 1972 cohort.

In general, the proportion of high SES students who had enrolled in postsecondary education by a certain time was no different for one cohort than for another. High SES students enrolled at high rates in each year and in each cohort, and the differences between any two cohorts were not statistically significant.[14]

Among medium SES students, the 1980 graduates had higher cumulative enrollment rates than did the 1972 graduates. After six years, 71 percent of 1980 graduates with medium socioeconomic status had enrolled for some period of time, compared to 59 percent of 1972 graduates with medium socioeconomic status. The difference in enrollment between the 1980 cohort and the 1982 cohort was not statistically significant in any year (e.g. 57 versus 52 percent after one year and 68 percent versus 65 percent after four years). The rate of enrollment for the 1982 graduates was higher than that for the 1972 graduates, except that the difference in the first year was not statistically significant. After four years, 65 percent of the 1982 graduates and 56 percent of the 1972 graduates had enrolled in postsecondary education.

For students of low socioeconomic status, as for those of medium status, enrollment increased from the 1972 cohort to the 1980 cohort. Forty percent of low SES graduates from the 1980 class enrolled during the first year, compared to 29 percent from the 1972 class. After six years the proportion of 1980 graduates with low socioeconomic status who had enrolled for some period of time was 54 percent, compared to 39 percent of 1972 graduates with low socioeconomic status.

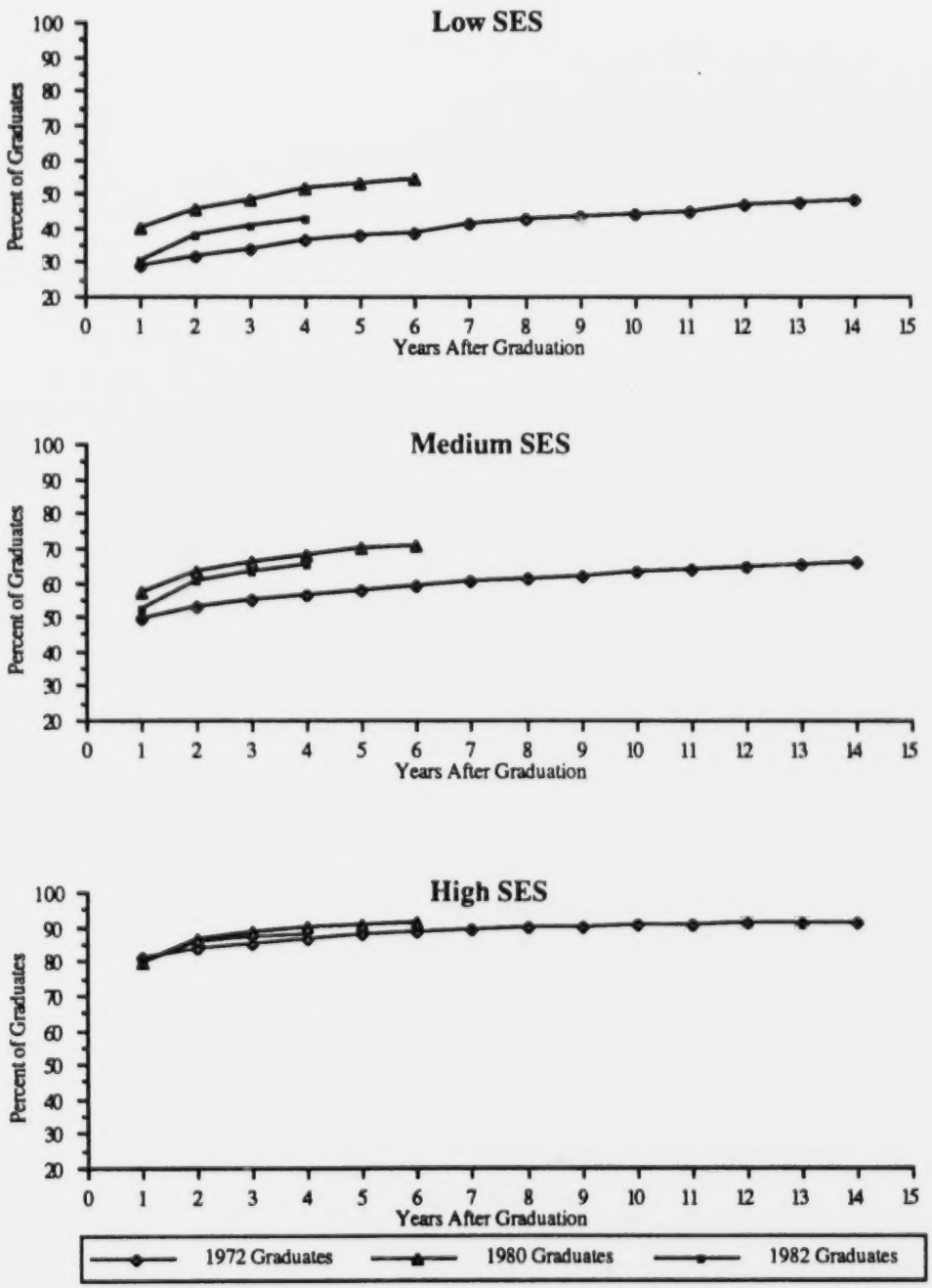
There was also a significant decline in enrollment between the 1980 class and the 1982 class for students with low socioeconomic status. From the 40 percent rate of enrollment during the first year for 1980 graduates, the rate for low SES students declined to 30 percent for 1982 graduates. After three years, the cumulative enrollment rate for 1982 graduates with low socioeconomic status had finally equalled that for 1980 graduates with low socioeconomic status in their first year after high school: 40 percent. When last surveyed in February of 1986, 42 percent of 1982 graduates with low socioeconomic status stated they had enrolled in some form of postsecondary education during the nearly four years after high school.

Despite the decline in cumulative enrollment rates for low SES students between the 1980 and 1982 cohorts, the 1982 cohort enrolled at higher rates overall than did the 1972 cohort. There was no statistically significant difference in the first year for low SES students, but the percent enrolled after two years was 38 percent for 1982 graduates compared to 32 percent for 1972 graduates. Differences in the third and fourth year were about the same, and it was not until their eighth year out of high school that the cumulative enrollment rates for 1972 graduates with low socioeconomic status equalled the fourth year rate for 1982 graduates with low socioeconomic status (42 percent).

---

[14] The one exception to this is that the cumulative enrollment rates for the 1980 seniors were significantly higher than those for the 1972 seniors after three years and after four years. No other pairwise comparison of high SES students was significant in any year, however.

Figure 5
Cumulative Percent of High School Graduates Enrolled in Postsecondary Education Each Year after High School, by Socioeconomic Status

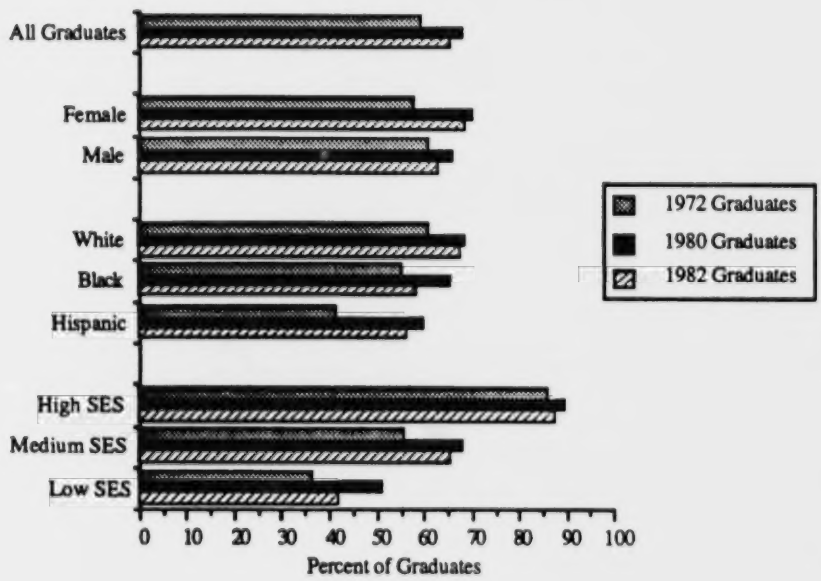


Postsecondary Enrollment after Four Years

Figure 6 summarizes enrollment trends by showing the percent of students who experienced some form of postsecondary education within four years of high school graduation.[15] Relationships between most student characteristics and enrollment in postsecondary education were the same for each cohort: students with higher socioeconomic status were more likely to have enrolled in postsecondary education than students with lower socioeconomic status, and white students had higher enrollment rates than Hispanic or black students. Only for students of different sex did the comparative enrollment rates change. Females of the 1972 cohort enrolled at close to the same rates as did males (58 percent for females and 61 percent for males), but in later cohorts females enrolled at significantly higher rates than men (70 percent compared to 66 percent in 1980 and 68 percent compared to 63 percent in 1982).

Figure 6 also summarizes the general upward trend in enrollment between the 1972 and 1980 cohorts and the subsequent decline in enrollment for certain types of students. All types of students had higher enrollment rates in the 1980 than the 1972 cohort, regardless of sex, race/ethnicity, or socioeconomic status. For students of low socioeconomic status and for black students, rates of enrollment for 1982 graduates were significantly lower than for 1980 graduates. Although 1982 graduates did not enroll at higher rates than 1980 graduates, the proportion enrolling was still higher than for 1972 graduates among students who were female, white, Hispanic, medium SES, or low SES. For students who were male, black, or high SES, enrollment for 1982 graduates was not significantly different than that for 1972 graduates.

Figure 6
Percent of High School Graduates Who Had Enrolled in Postsecondary Education within Four Years of High School Graduation



[15] For 1982 graduates, the percentage is actually for those who had experienced any postsecondary education by February of 1986, the time of the survey.

Changes in Persistence in Postsecondary Education

The data on enrollment presented in the previous section provide a picture of participation in postsecondary education for each cohort. In focusing on participation, these data do not differentiate among students who enrolled only briefly in postsecondary education and those who were enrolled for an extended period of time. This section examines persistence in postsecondary education, comparing 1972, 1980, and 1982 graduates.

In order to preserve comparability between cohorts, postsecondary persistence is presented here only for those students who enrolled immediately after high school.[16] In this report, persistence in postsecondary education is defined as continuous attendance for the majority of an academic year. Students may persist through one or more years after high school graduation.[17] Figure 7 shows the percentage of immediate postsecondary entrants from the 1972, 1980, and 1982 graduating classes who persisted through one, two, three, and four years of postsecondary education.

The pattern of persistence for each cohort is similar in that the proportion of students in continuous attendance declined significantly each year. Among the 1972 seniors, for example, the proportion persisting dropped from 89 percent after one year to 71 percent after two years, than down to 56 percent after three years and finally to 47 percent after four years. Although both the 1980 and 1982 cohorts showed the same pattern of declining persistence over time, the three cohorts varied in their rates of persistence for particular years. In this section the persistence of the three cohorts is compared for each year after high school for immediate entrants into postsecondary education. Following the discussion of trends in persistence for each class as a whole, subsections describe trends for students of different sex, race/ethnicity, and socioeconomic status.

There was no significant difference among cohorts in the percent of immediate entrants who persisted through one year of postsecondary education. The proportion of graduates persisting through the first year after high school was 89 percent for the 1982 graduates and the 1972 graduates, while the proportion of 1980 graduates persisting after one year was 90 percent. The proportion of immediate entrants who persisted through two years was significantly lower among each successive cohort. Among the 1972 seniors, the proportion persisting through two years was 71 percent, while the proportion of 1980 seniors persisting was 66 percent. The proportion persisting from the 1982 cohort was 52 percent.

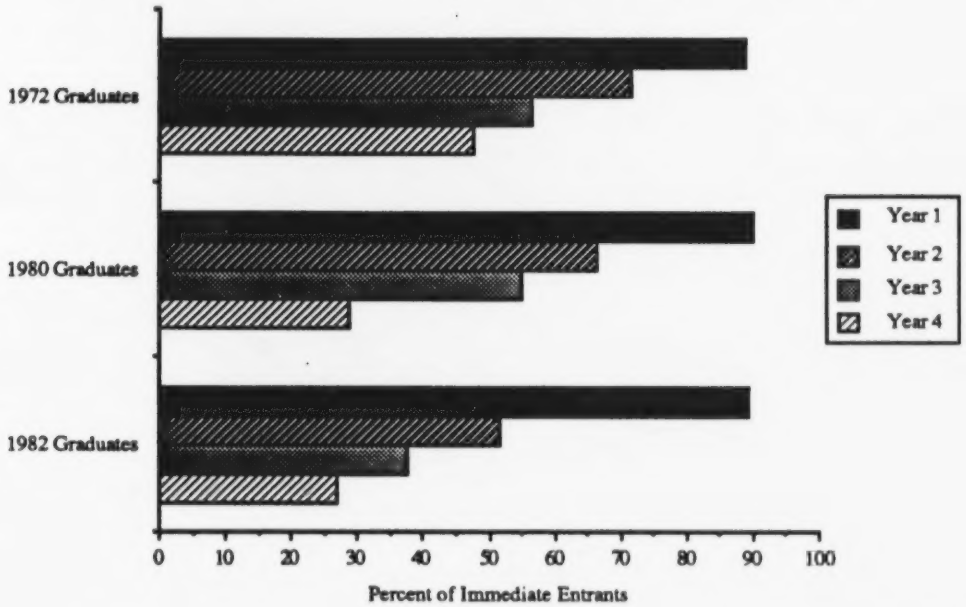
Rates of persistence through three years were quite similar for the 1980 graduates and the 1972 graduates, but the proportion of 1982 graduates was lower than for either of these cohorts. Thirty-eight percent of 1982 graduates persisted through three years, compared to 55 percent of 1980 graduates and 56 percent of 1972 graduates.

---

[16] By using immediate entrants as the base for the percentage persisting, comparisons of these percentages can be made that are not confounded by differences in the proportion entering postsecondary education.

[17] Students persisting through the first year after high school ("Year 1") are those who enrolled by October of their graduation year and remained enrolled throughout at least eight months of that second academic year. Students persisting through the second year ("Year 2") are those who persisted in the first year and also remained enrolled throughout at least eight months of that academic year. Students persisting in subsequent years are those who persisted in previous years and remained enrolled for at least eight months of the year in question.

Figure 7
Percent of Immediate Entrants Persisting in Postsecondary Education for Various Lengths of Time



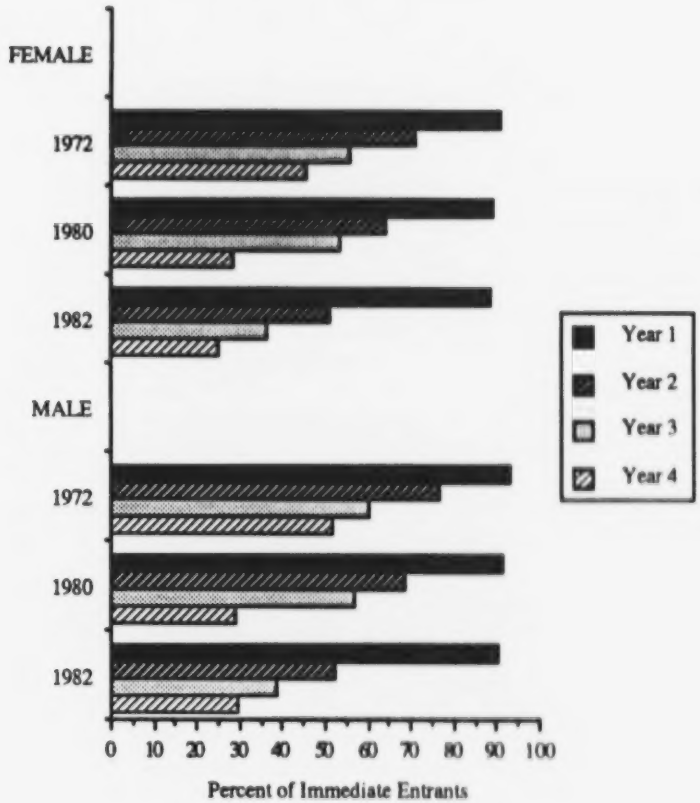
Comparing rates of persistence through four full years of postsecondary education indicates that persistence declined between the 1972 and 1980 cohorts but did not change between the 1980 and 1982 cohorts. Forty-seven percent of the 1972 graduates attended four years continuously, compared to 29 percent of the 1980 graduates and 27 percent of the 1982 graduates. The proportion persisting through four years from the 1982 cohort was significantly lower than the proportion from the 1972 cohort.

Patterns of Persistence in Postsecondary Education for Males and Females

The patterns of persistence in postsecondary education were quite similar for males and females. (See Figure 8.) There was no significant difference among the cohorts in persistence rates after one year for either males or females. Persistence rates through two years and through three years were also about the same for both males and females of the 1972 and 1980 cohorts. Between 1980 and 1982 there was a significant decline in the proportion of both males and females persisting through two years and in the proportion persisting through three years.

The only way in which the persistence patterns for men and women differed was in the trends for persistence after four full years. For both males and females, the proportion persisting through four years declined between the 1972 and the 1980 cohorts: from 50 percent to 29 percent for men and from 44 percent to 29 percent for women. For neither males nor females was there a significant difference in the proportion of the 1980 and 1982 cohort persisting through four years, although in both groups the proportion persisting from the 1982 cohort was significantly lower than the proportion persisting from the 1972 cohort.

Figure 8
Percent of Immediate Entrants Persisting in Postsecondary Education Each Year after High School, for Males and Females

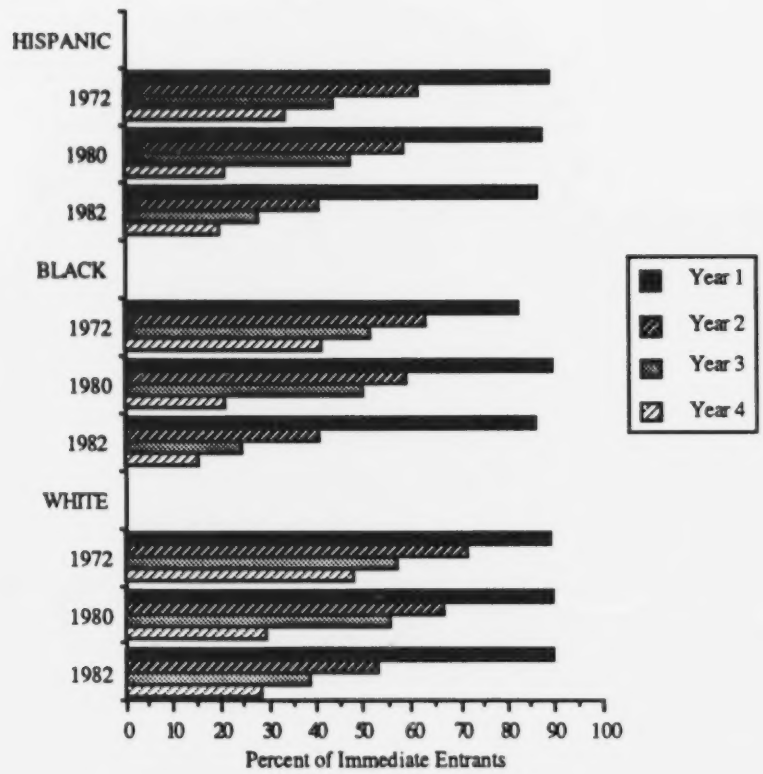


Patterns of Persistence in Postsecondary Education for Students of Different Race/Ethnicity

When persistence was compared for students who entered postsecondary education immediately after high school, the proportion persisting through the first year did not vary among the different cohorts, regardless of race/ethnicity. (See Figure 9.)

Persistence after two years varied across cohorts for each racial/ethnic group, although whites exhibited a different trend than did Hispanics and blacks. For whites, the proportion of immediate entrants persisting through two years declined with each cohort: 72 percent from the 1972 cohort, 67 percent from the 1980 cohort, and 53 percent from the 1982 cohort. For Hispanics and blacks, the proportion of immediate entrants persisting after two years did not change significantly between the 1972 and 1980 cohorts, but then declined between the 1980 and 1982 cohorts. Forty-one percent of Hispanic immediate entrants in the 1982 cohort persisted through two years, compared to 59 percent of Hispanics in the 1980 cohort. Forty-one percent of black immediate entrants in the 1982 cohort also persisted through two years, compared to 60 percent of blacks in the 1980 cohort.

Figure 9
Percent of Immediate Entrants Persisting in Postsecondary Education Each Year after High School, by Race/Ethnicity



For all racial/ethnic groups, persistence through three years did not change significantly between the 1972 and the 1980 cohort. The proportion persisting through three years from the 1972 cohort was 44 percent for Hispanics, 52 percent for blacks, and 57 percent for whites. The proportion persisting through three years did decline significantly between the 1980 and the 1982 cohorts for each racial/ethnic group. For Hispanics, 47 percent of the 1980 cohort persisted through three years, compared to 28 percent of the 1982 cohort. For blacks, 50 percent of the 1980 cohort persisted through three years, compared to 25 percent of the 1982 cohort. For whites, 55 percent of the 1980 cohort persisted through three years, compared to 39 percent of the 1982 cohort.

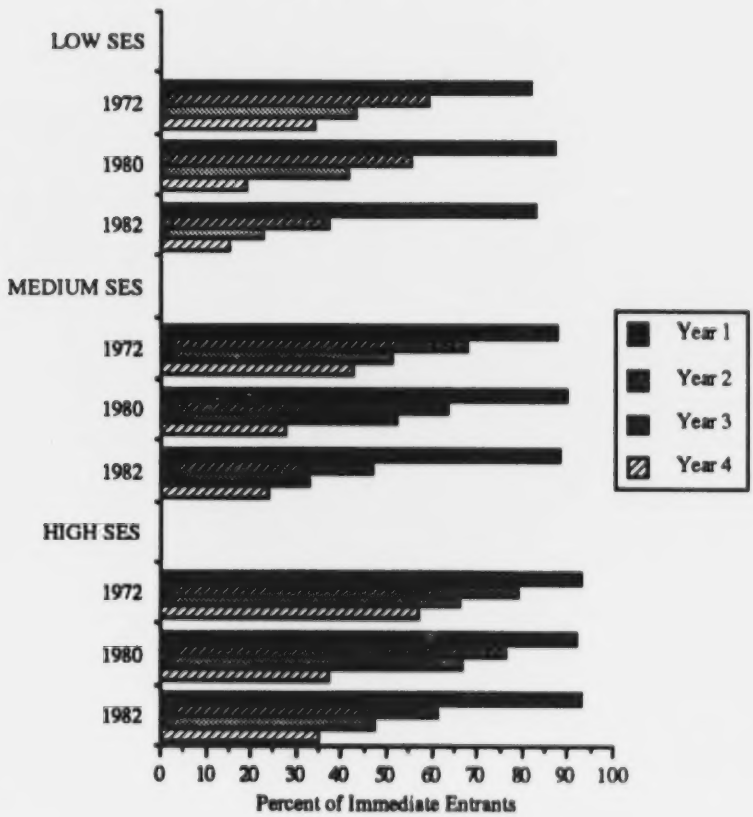
Persistence through four years declined between the 1972 and the 1980 cohorts for all students, regardless of race/ethnicity. For Hispanics, 33 percent of the 1972 cohort persisted through three years, compared to 47 percent of the 1980 cohort. For blacks, 41 percent of the 1972 cohort persisted through three years, compared to 21 percent of the 1980 cohort. For whites, 48 percent of the 1972 cohort persisted through three years, compared to 29 percent of the 1980 cohort. For blacks, the decline continued between the 1980 and 1982 cohorts: 15 percent of the 1982 cohort persisted through four years compared to 21 percent of the 1980 cohort. For Hispanics and whites there was no significant decline in persistence between the 1980 and 1982 cohorts.

Except for persistence through the first year, the proportion of immediate entrants persisting each year was significantly lower among the 1982 cohort than among the 1972 cohort for all three racial/ethnic groups. Thus the overall trend in persistence was down for students who entered postsecondary education immediately after high school, regardless of race/ethnicity.

Patterns of Persistence in Postsecondary Education for Students of Different Socioeconomic Status

Among the 1972 cohort, the rate of persistence through one year for students who entered immediately into postsecondary education was eighty-two percent for low SES students who entered immediately persisted through the first year, 88 percent for medium SES students, and 93 percent for high SES students. Rates of persistence in postsecondary education during the first year after high school were not significantly different between any of the cohorts for students of similar socioeconomic status. (See Figure 10.)

Figure 10
Percent of Immediate Entrants Persisting in Postsecondary Education Each Year after High School, by Socioeconomic Status



27

Regardless of socioeconomic status, persistence rates through two years of postsecondary education declined significantly between the 1972 and the 1980 cohorts. For students of medium socioeconomic status, 63 percent of the 1982 cohort persisted through two year, compared to 68 percent of the 1972 cohort. For students with low socioeconomic status, the rate of persistence through two years declined to 36 percent from 59 percent. The rate of persistence through two years for high SES students declined to 61 percent from 79 percent. For no SES group was there a statistically significant difference between the proportion of students persisting through two years from the 1980 and 1982 cohorts. Still, for all three SES groups, the proportion of students persisting through two years was lower in the 1982 cohort than in the 1972 cohort.

Regardless of socioeconomic status, persistence rates through three years of postsecondary education did not decline significantly between the 1972 and the 1980 cohorts. For all SES groups there was a decline in this rate between the 1980 and the 1982 cohorts, producing an overall decline between 1972 and 1982 for each group. For high SES students the proportion persisting declined from 66 percent among 1972 seniors to 48 percent among 1982 seniors. For medium SES students the proportion persisting declined from 51 percent to 33 percent. For low SES students the proportion persisting declined from 43 percent to 23 percent.

The rate of persistence through four continuous years of enrollment declined significantly between the 1972 and 1980 cohorts for all students, regardless of socioeconomic status: to 37 percent from 57 percent for high SES students, to 27 percent from 42 percent for medium SES students, and to 19 percent from 34 percent for low SES students. The apparent declines in persistence between 1980 and 1982 were not statistically significant, but there was a significant difference between the rates of persistence for 1982 graduates and 1972 graduates of similar socioeconomic status.

Changes in Attainment in Postsecondary Education

As with enrollment and persistence, comparisons of attainment rates between different cohorts must be made by using the proportion reaching each goal within a particular period of time after high school graduation. Meaningful data are available on the attainment of 1- or 2-year degrees after four years for all three cohorts and after six years for the 1980 and 1972 cohorts. Data on 4-year degrees are available for the 1980 and 1972 cohorts.[18] This section compares postsecondary attainment for the cohorts for those years that are appropriate.

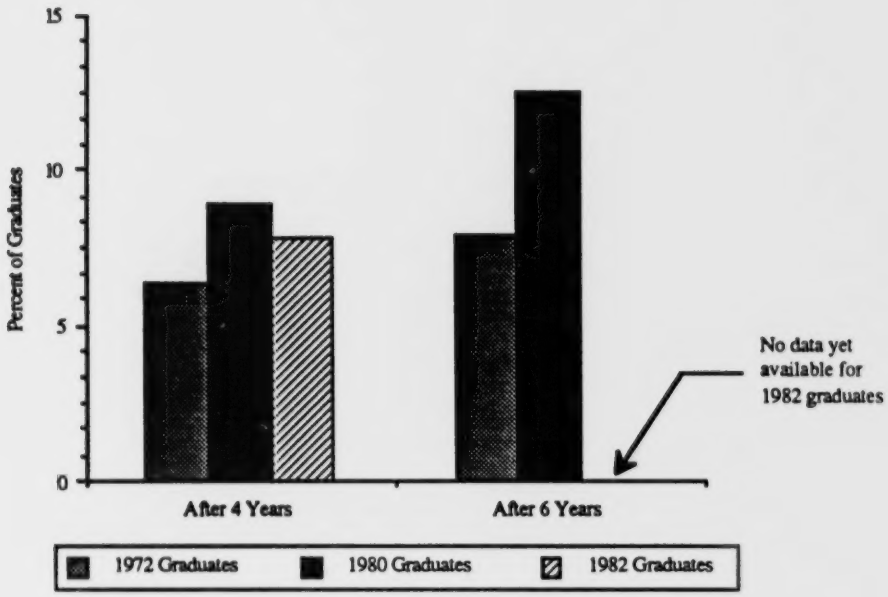
Attainment of 1- or 2-Year Degrees

Attainment of 1- or 2-year degrees was more common for the 1980 graduates than for the 1972 graduates. (See Figure 11.) While six percent of the 1972 graduates had received such degrees within four years of their high school graduation, nine percent of the 1980 graduates had received them. After six years, the difference between these two cohorts was even greater. Eight percent of the 1972 graduates had received 1- or 2-year degrees after six years, compared to thirteen percent of the 1980 graduates. There was no statistically significant difference between the proportion of 1982 graduates attaining 1- or 2-year degrees after four years and the proportion of either 1972 or 1980 graduates who did so.

---

[18] Sufficient data are available on the attainment of 4-year degrees only for the 1980 and the 1972 cohorts, since the last follow-up survey of the 1982 graduates was conducted before the end of their fourth year out of high school. Similarly, since the 1984 follow-up survey of the 1982 graduates and the 1982 follow-up survey of the 1980 graduates were conducted before the end of the second year out of high school, attainment rates from these surveys are not used here.

Figure 11
Percent of High School Graduates Attaining One-Year or Two-Year Degrees



Controlling for sex, race, or socioeconomic status did not alter the original finding shown in Figure 11 for changes in attainment between the class of 1972 and the class of 1980. All subgroups showed a significant increase in the proportion of 1980 as compared to 1972 graduates attaining 1- or 2-year degrees. (See Table 2.)

The decline in the proportion of 1982 compared to 1980 graduates who attained these degrees was significant for males taken as a separate group (six percent of 1982 graduates compared to eight percent of 1980 graduates), but not for females. There was also a significant decline for high SES students: six percent compared to ten percent. The difference between 1982 and 1980 graduates in the proportion attaining 1- or 2-year degrees was not statistically significant for medium or low SES students, not for students of any particular racial/ethnic group.

Table 2
Percent of High School Graduates Attaining One-Year or Two-Year Degrees

	1972 Graduates:		1980 Graduates:		1982 Graduates:
	Award By 6/76	Award By 6/78	Award By 2/84	Award By 2/86	Award By 2/86
TOTAL	6	8	9	13	8
Sex					
Male	6	7	8	11	6
Female	7	9	10	14	10
Race/Ethnicity					
Hispanic	3	4	9	15	9
Black	2	3	6	10	7
White	7	9	9	13	8
SES Quartile					
Lower 25%	4	5	7	10	8
Middle 50%	7	9	10	14	9
Upper 25%	7	9	10	13	6

For most students, there was no significant difference in the proportion of 1982 graduates and 1972 graduates who attained 1- or 2-year degrees. However, for three subgroups the proportion was higher for the 1982 cohort than for the 1972 cohort. This difference was significant for blacks (seven percent for the 1982 cohort compared to two percent) and for Hispanics (nine percent compared to three percent). There was also a significant difference in the proportion of low SES students attaining 1- or 2-year degrees from the 1982 cohort as compared to the 1980 cohort: eight percent for 1982 compared to four percent for 1972.

Attainment of 4-Year Degrees

It is difficult to compare the rate of attaining 4-year degrees between the 1972 and 1980 cohorts because the data were collected at different times.[19] The proportion of 1980 graduates with 4-year degrees by February of 1986, five and one-half years after high school, was 19 percent. The proportion of 1972 graduates with 4-year degrees by June 1978, six full academic years after high school, was 24 percent. (See Table 3.)

[19] This report does not discuss attainment of 4-year degrees for 1982 graduates for the reasons mentioned in footnote #18.

Table 3
Percent of High School Graduates Attaining 4-year Degrees

	1980 Graduates:	1972 Graduates:
	BA Degree By Feb. 1986	BA Degree By June 1978
TOTAL	19	24
Sex		
Male	18	26
Female	19	22
Race/Ethnicity		
Hispanic	7	9
Black	10	13
White	21	25
Socioeconomic Status		
Low	7	9
Medium	16	19
High	38	46

Regardless of socioeconomic status, the proportion who attained 4-year degrees was lower for the 1980 graduates by February 1986 than for the 1972 graduates by June 1978. Similar patterns occurred for white students and for males in the two cohorts.[20] While these comparisons seem to imply that the rate of attaining 4-year degrees was lower for the later graduates, it is difficult to tell how much of the difference in these percentages is due to the fact that the third follow-up survey for the 1980 cohort was given in February of 1986 rather than in June, a difference of only four months but a change in time period that would include many of those receiving 4-year degrees during the sixth academic year after high school graduation.

Discussion

This analysis of information on the educational experiences of the 1972, 1980, and 1982 graduating classes has provided a unique opportunity to chart trends in enrollment, persistence, and attainment in postsecondary education. While data on degree attainment by different student cohorts is inconclusive at this time, a comparison of experiences among these cohorts reveals strong trends in enrollment and persistence.

[20] The same pattern occurred among low SES and female students, but the significance levels were not sufficient to meet the standard needed for these families of tests.

The most notable trend in overall enrollment is the increase between the 1972 and 1980 cohorts. The increase from 1972 levels was largely attributable to the greater proportions of women, minorities, and low SES students in the 1980 cohort who pursued postsecondary education. The largest proportional increase was that for Hispanic enrollment, up from 41 percent to 57 percent for cumulative enrollment four years after high school graduation.

Despite the strong upward trend in enrollments between 1972 and 1980, overall participation rates were lower among the 1982 graduating class. Enrollment rates fell most significantly for blacks and low SES students from the 1982 cohort, leaving them with no higher rates of postsecondary participation than their counterparts in the 1972 cohort. However, this enrollment decline was not shared equally. Enrollment rates for other types of graduates from the class of 1982 remained near their levels for the class of 1980, so that the overall participation rates for the 1982 class were higher than those for the 1972 class.

A significant part of the increase in enrollment rates between 1972 and 1980 was due to the increased numbers of students delaying their enrollment. More than twice as high a percentage of 1980 graduates than 1972 graduates began their postsecondary education during the second year after graduation. Delayed enrollment was equally popular among the 1982 graduates and was responsible for sustaining the participation rates for these students.

The trends in postsecondary persistence were quite different than those for postsecondary enrollment. For immediate entrants into postsecondary education, rates of persistence through either two or four years were considerably lower in the later cohorts than in the 1972 cohort. Had all entrants to postsecondary education been compared, the decline in persistence rates would have been even greater, due to the increased popularity of delayed entry among the later cohorts and the fact that delayed entrants typically have lower persistence rates.

Persistence through two years is needed to obtain an A.A. degree and some vocational certificates. The proportion persisting through two years declined with each successive cohort for most students. However, the proportion persisting through two years did not decline significantly between the 1972 and 1980 cohorts for minorities or low SES students. The persistence rates of these students did decline between 1980 and 1982, however. For all students, persistence rates for two years were lower in 1982 than in 1972, regardless of sex, race/ethnicity, or socioeconomic status.

Persistence through four years is needed to obtain a B.A. degree. The rate of persistence through four years declined with each successive cohort for blacks and low SES students. For other types of students, persistence rates through four years fell between 1972 and 1980 but then stabilized. For all students, persistence rates through four years were lower in 1982 than in 1972, regardless of sex, race/ethnicity, or socioeconomic status. Declines in persistence through four years were larger than those through two years, partly due to the greater difficulty of staying in school through four full years and partly due to the fact that some students were seeking degrees or certificates that could be obtained in less than four years.

The declines in persistence rates are attributable to a number of causes, but to some extent they follow directly from rising enrollments. Rates of persistence and attainment may fall when enrollments rise, because the increased participation stems largely from students who may have more difficulty staying in school, for financial or academic reasons. It is not surprising, then, that the large increase in postsecondary participation between 1972 and 1980 was accompanied by a decrease in persistence. However, persistence rates also fell at this time for subgroups who had not experienced much increase, most notably males and students with high socioeconomic status. Furthermore, rates of persistence fell between 1980 and 1982 for black and low SES students despite the decline in their enrollment rates at that time. Thus the declines in persistence are not entirely an artifact of changes in the population entering school.

It is also possible that persistence rates were lower among the later cohorts because the proportion of students entering postsecondary education from the 1980 and 1982 graduating classes decided to pursue a 1-year or 2-year degree rather than a 4-year degree was larger than the proportion working for those degrees among the 1972 cohort. This is consistent with the stable levels of persistence through two years between 1972 and 1980 for low SES students, who are more likely to pursue these degrees. This is also supported by the fact that higher proportions of 1980 than of 1972 graduates attained 1- or 2-year degrees. However, the attainment rates for 1982 graduates do not provide additional support for this hypothesis.

The declines in both postsecondary participation and persistence may be related to factors not easily measured in longitudinal surveys of student populations. Changes in the economy creating more jobs may affect the postsecondary persistence of low SES students more than others, for example, and rising college costs may also be particularly influential for these students.

The implications of the trends discussed in this report will not be clear without further research. Whether recent enrollment declines represent a temporary or a more extended interruption in the original upward trend can only be determined through new longitudinal studies of later student cohorts. It appears that total enrollments are unlikely to return to the levels of the 1980 cohort, although this has already occurred among some types of students. The data analyzed here do establish that it is easier to raise enrollment rates than to prevent attrition, but only further analysis can determine the underlying mechanisms that determine which students stay in school and which leave after just a year of postsecondary education. It is clear that more intensive study is particularly important for determining the policy-manipulable factors that are associated with higher enrollment and persistence for those students for whom the trend has been downward in recent years.

TECHNICAL APPENDIX

The High School and Beyond Study has produced a longitudinal data base with a nationally representative sample of over 58,000 1980 high school sophomores and seniors. As part of the long-term National Center for Education Statistics data collection program, the National Education Longitudinal Studies, HS&B provides the most contemporary information available on these students. Both the 1980 senior and sophomore samples were surveyed in 1980, 1982, 1984, and 1986.

The National Longitudinal Study has produced a longitudinal data base with a nationally representative sample of over 22,000 1972 high school seniors. As part of the long-term National Center for Education Statistics data collection program known as the National Education Longitudinal Studies, NLS-72 provides the most contemporary information available on these students. The 1972 senior sample was surveyed in 1972, 1973, 1974, 1976, 1979, and 1986.

The survey samples for both HS&B and NLS-72 were designed to include sufficient students of particular interest in policy questions by over-sampling of schools with high minority populations, alternative public schools, and private schools with high-achieving students. Follow-up surveys retained students in these groups at higher rates than other students.

The base year and follow-up surveys obtained extensive information on each student. Students have reported on such matters as their demographic characteristics, educational experiences, employment experiences, and family formation. In addition, students answered attitudinal questions relating to their self-concept, locus of control, and orientation toward work. Data on high school characteristics and location were also included. These data sets provided all of the information on student characteristics and activities described in this report. For further details concerning the HS&B data, interested readers should consult *High School and Beyond 1980 Senior Cohort Third Follow-Up (1986) Data File User's Manual* (Sebring, P., et al, Chicago: National Opinion Research Center, 1987) and the *High School and Beyond 1980 Sophomore Cohort Third Follow-Up (1986) Data File User's Manual* (Sebring, P., et al, Chicago: National Opinion Research Center, 1987). For further details concerning the NLS-72 data, interested readers should consult *National Longitudinal Study of the High School Senior Class of 1972 Fifth Follow-Up (1986) Data File User's Manual* (Tourangeau, Roger, *et al*, Chicago: National Opinion Research Center, 1987).

In addition to the survey data, the Postsecondary Education Transcript Study was conducted in 1984 for the 1972 high school seniors. This study collected transcripts from academic and vocational postsecondary institutions that respondents reported attending between 1972 and 1979. Data from these transcripts were merged with information reported in the Fifth Follow-up Survey on postsecondary education after 1979 to provide the information on educational enrollment and attainment used in this report. For further details concerning the transcript data, interested readers should consult *National Longitudinal Study of the High School Senior Class of 1972 Postsecondary Education Transcript Study Data File User's Manual* (Jones, Calvin, *et al*, Chicago: National Opinion Research Center, 1986).

The 11,227 HS&B seniors used as the basis for this report are those who participated in the third follow-up survey in 1986. This was ensured by calculating all estimates with a weight designed for use with HS&B third follow-up data, FU3WT. Some of these students

did not participate in all of the previous surveys and are missing some information. When this is the case, these students are excluded from estimates that require that information.

The 13,481 HS&B sophomores used as the basis for this report are those who participated in the third follow-up survey in 1986. This was ensured by calculating all estimates with a weight designed for use with HS&B third follow-up data, FU3WT. Some of these students did not participate in all of the previous surveys and are missing some information. When this is the case, these students are excluded from estimates that require that information.

The 12,841 NLS-72 seniors used as the basis for this report are those who participated in the fifth follow-up survey in 1986. This was ensured by calculating all estimates with a weight designed for use with NLS-72 fifth follow-up data, FU5WT. Some of these students did not participate in all of the previous surveys and are missing information on particular variables. When this is the case, these students are excluded from estimates that require that information.

Accuracy of Estimates

The statistics in this report are estimates derived from a sample. Two broad categories of error occur in such estimates: sampling and nonsampling errors. Sampling errors happen because observations are made only on samples of students, not on entire populations. Nonsampling errors happen not only in surveys of sample groups but also in complete censuses of entire populations.

Nonsampling errors can be attributed to a number of sources: inability to obtain complete information about all students in all schools in the sample (some students or schools refused to participate, or students participated but answered only certain items); ambiguous definitions; differences in interpreting questions; inability or unwillingness to give correct information; mistakes in recording or coding data; and other errors of collecting, processing, sampling, and estimating missing data.

The accuracy of a survey result is determined by the effect of sampling and nonsampling errors. In surveys with sample sizes as large as those in the HS&B study, sampling errors generally are not the primary concern, except where separate estimates are made for relatively small subpopulations such as Asian-Americans or American Indians. In this report, small sample sizes were not usually a problem.

The nonsampling errors are difficult to estimate. The major sources of nonsampling error considered were nonresponse bias and the reliability and validity of the data. The HS&B instrument response rates were all above 85 percent and the item response rates within instruments, for the items use to develop the estimates in this report, were above 95 percent. The weights used to calculate the estimates were constructed in a fashion that compensated for instrument nonresponse. Earlier investigations of nonresponse bias found no major problems (see *High School and Beyond First Follow-up (1982) Sample Design Report*, by R. Tourangeau, H. McWilliams, C. Jones, M. Frankel, and F. O'Brien, Chicago: National Opinion Research Center, 1983).

The reliability and validity of the HS&B data have been examined in *Quality of Responses of High School Student to Questionnaire Items* (W. Fetters, P. Stowe, and J. Owings, Washington: National Center for Education Statistics, 1984). This study found that the reliability and validity of responses vary considerably depending on the item and the characteristics of the respondent. Contemporaneous, objective, and factually-oriented items are

more reliable and valid than subjective, temporally remote, and ambiguous items. Older, white, or high-achieving students provide more reliable and valid responses than do younger, minority group, or low-achieving students. The estimates in this publication are reasonably reliable and valid.

Statistical Procedures

The descriptive comparisons in this report were based on **Student's t** statistics. Comparisons based on the tables include the estimates of the probability of a Type I error, or significance level. The significance levels were determined by calculating the **Student's t** values for the differences between each pair of means or proportions and comparing these to published tables of significance levels for two-tailed hypothesis testing. To obtain the confidence level for these comparisons, the significance may be subtracted from 1. For example, a $p<.01$ indicates a confidence of at least 99 percent (1 - 0.01 = 0.99).

Standard errors and unweighted Ns are included in the appendix in each descriptive table for interested readers. **Student's t** values may be computed for comparisons using these tables' estimates with the following formula:

$$t = \frac{P_1 - P_2}{\sqrt{se_1^2 + se_2^2}}$$

where P_1 and P_2 are the estimates to be compared and se_1 and se_2 are their corresponding standard errors.

There are hazards in reporting statistical tests for each comparison. First, the test may make comparisons based on large t statistics appear to merit special attention. This can be misleading, since the magnitude of the t statistic is related not only to the observed differences in means or percentages but also to the number of students in the specific categories used for comparison. Hence, a small difference compared across a large number of students would produce a large t statistic.

A second hazard in reporting statistical tests for each comparison is that, when making multiple comparisons among categories of an independent variable, for example, different levels of income, the probability of a Type I error for these comparisons taken as a group is larger than the probability for a single comparison. When more than one difference between groups of related characteristics or "families" are tested for statistical significance, we must apply a standard that assures a level of significance for all of those comparisons taken together.

In order to reduce the probability of Type I error in a set of multiple comparisons, the author of this report calculated Bonferroni intervals based on families of **Student's t** tests. Families of tests were defined as pairwise tests comparing an outcome for two or more related categories of students. For example, a comparison of enrollment for males and females comprises a family of tests, with only one comparison (males v. females). Comparisons of enrollment rates for black, Hispanic, and white students comprise another family of tests, with three comparisons possible (black v. white, black v. Hispanic, and white v. Hispanic).

The width of a Bonferroni interval depends upon the number of comparisons actually made within a family. When only one pairwise comparison is made, the Bonferroni interval is the same as the confidence interval obtained from a **Student's t** test. The more comparisons that are made, the narrower the Bonferroni interval and thus the greater the t statistic needed for

each difference to guarantee a significance level ≤ .05 for all of the comparisons taken together.[1]

Comparisons were made in this report only when $p \leq .05 / k$ for a particular pairwise comparison, where that comparison was one of k tests within a family. This guarantees both that the individual comparison would have $p \leq .05$ and that when k comparisons were made within a family of possible tests, the significance level of the comparisons would sum to $p \leq .05$.[2]

For example, in a comparison of enrollment for males and females, only one comparison is possible (males v. females). In this family, $k = 1$, and the comparison can be evaluated with a Student's t test. When students are divided into three racial/ethnic groups and all possible comparisons are made, then $k = 3$ and the significance level of each test must be $p \leq .05/3$, or .0167. Comparisons among four categories of income or other independent variable would comprise a third family of tests, where $k = 6$ when all comparisons are made.

Variables Used in This Report

For each cohort, five types of information are provided: enrollment, time of first enrollment, time in school, persistence in postsecondary education, and attainment. This information is provided for each cohort for the period spanning from their high school graduation to February 1986. For all of this information, the percentage shown is for all members of the cohort who graduated in that year: 1972, 1980, or 1982. In all figures and tables where years are numbered, "Year 1" is the first year after the schedule graduation for that cohort, "Year 2" the second year, and so on.

Figure 1 and Table 2 show the percentage of graduates in each cohort who entered postsecondary education at various times: immediately, late during the first year, during the second year, and during the third or fourth year. Immediate entrants are defined"immediately" after high school. Immediate entrants are those who enrolled by October of the year they were scheduled to graduate. Late first-year entrants first entered postsecondary education between November and August of their first year after graduation. Those reported as entering during other years first enrolled in postsecondary education between September and August of the academic year named.

Figures 2 through 5 show cumulative enrollment for each year from the first year after high school graduation to the 1985-86 academic year. (Table 1 also shows cumulative enrollment figures for some years.) Each column shows the percent of graduates who had enrolled by the end of the academic year listed in the column header. Figure 6 shows cumulative enrollment by the fourth year after graduation only.

Figures 7 through 9 show the percentage of students in continuous progression each year. Students persisting through the first year after high school ("Year 1") are those who enrolled by October of their graduation year and remained enrolled throughout at least eight months of that academic year. Students persisting through the second year ("Year 2") are those

---

[1] For a discussion of family-wise error rates, see Alan J. Klockars and Gilbert Sax, *Multiple Comparisons*, Beverly Hills, CA: Sage Publications, 1986, p.17.

[2] The standard that $p \leq .05/k$ for each comparison is more stringent than the criterion that the significance level of the comparisons should sum to $p \leq .05$. For tables showing the t statistic required to insure that $p \leq .05/k$ for a particular family size and degrees of freedom, see Oliver Jean Dunn, "Multiple Comparisons Among Means," *Journal of the American Statistical Association*, 56: 52-64.

who persisted in the first year and also remained enrolled throughout at least eight months of that academic year. Students persisting in subsequent years are those who persisted in previous years and remained enrolled for at least eight months of the year in question.

Finally, cumulative attainment is shown for various time periods in Figure 10, Table 2, and Table 3. Students who attained both types of degree are included in both sets of cumulative percentages. No information on B.A. attainment by 1982 graduates is shown, since the third follow-up survey was done in February 1986. For the same reason no information is shown on A.A. attainment by 1982 graduates after six years. It should be noted that comparison of B.A. attainment rates is difficult due to the different sources of data for the 1972 graduates and the 1980 graduates.

The following pages provide the percentages, standard errors, and unweighted N's for all data shown in Figures 1 through 10 and Tables 1 through 3.

Data for Figure 1
Percent of Graduates Entering Postsecondary Education Immediately after High School

	1972 Graduates	1980 Graduates	1982 Graduates
TOTAL	47.49	52.61	49.94
S.E.	0.908	0.859	0.726
Unwtd. N	8946	9887	10526
Sex			
Male	49.19	50.24	47.33
S.E.	1.342	1.174	1.049
Unwtd. N	4213	4435	4949
Female	45.88	54.81	52.32
S.E.	1.169	1.095	0.911
Unwtd. N	4733	5452	5577
Race/Ethnicity			
Hispanic	29.49	42.26	40.89
S.E.	3.417	2.225	2.146
Unwtd. N	426	1806	1580
Black	37.97	46.73	38.49
S.E.	3.09	1.551	1.825
Unwtd. N	837	2510	1436
White	49.37	53.66	52.57
S.E.	0.973	1.003	0.832
Unwtd. N	7337	5021	6866
Socioeconomic Status			
Low	24.51	35.02	26.68
S.E.	1.244	1.288	1.161
Unwtd. N	2124	3401	2531
Medium	44.19	52.32	47.51
S.E.	1.248	1.093	0.938
Unwtd. N	4182	4062	5022
High	74.28	75.85	74.95
S.E.	1.189	1.425	1.155
Unwtd. N	2631	1844	2925

Data for Figure 2
Cumulative Percent of High School Graduates Enrolled in Postsecondary Education Each Year after High School

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1972 Graduates						
%	53.07	55.89	57.68	59.52	60.76	61.92
S.E.	0.908	0.914	0.907	0.911	0.914	0.917
Unwtd. N	8946	8946	8946	8946	8946	8946
1980 Graduates						
%	57.12	63.5	65.77	68.25	69.03	70.82
S.E.	0.856	0.82	0.819	0.808	0.797	0.792
Unwtd. N	9887	9887	9887	9887	9887	9887
1982 Graduates						
%	54.45	61.78	64.02	65.9		
S.E.	0.738	0.738	0.725	0.709		
Unwtd. N	10526	10526	10526	10526		

Data for enrollment of 1972 Graduates during Years 7 through 14 are shown on the next page for all students as well as student subgroups featured in Figures 3 through 5.

Data for Figure 3
Cumulative Percent of Male and Female High School Graduates Enrolled in Postsecondary Education Each Year after High School

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Males:						
1972 Graduates						
%	55.3	57.83	59.[illegible]3	61.11	62.54	63.43
S.E.	1.321	1.332	1.328	1.331	1.34	1.347
Unwtd. N	4213	4213	4213	4213	4213	4213
1980 Graduates						
%	54.4	60.82	63.7	66.19	67.74	69.08
S.E.	1.166	1.161	1.148	1.142	1.116	1.115
Unwtd. N	4435	4435	4435	4435	4435	4435
1982 Graduates						
%	51.41	59.33	61.34	63.07		
S.E.	1.065	1.035	1.027	0.998		
Unwtd. N	4949	4949	4949	4949		
Females:						
1972 Graduates						
%	50.95	54.05	55.92	58.01	59.06	60.48
S.E.	1.195	1.199	1.176	1.182	1.173	1.176
Unwtd. N	4733	4733	4733	4733	4733	4733
1980 Graduates						
%	59.63	65.98	67.68	70.16	71.38	72.43
S.E.	1.083	1.019	1.012	0.995	0.985	0.977
Unwtd. N	5452	5452	5452	5452	5452	5452
1982 Graduates						
%	57.24	64.01	66.47	68.48		
S.E.	0.904	0.927	0.907	0.896		
Unwtd. N	5577	5577	5577	5577		

Data for Figure 4
Cumulative Percent of High School Graduates Enrolled in Postsecondary Education Each Year after High School, by Race/Ethnicity

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Whites:						
1972 Graduates						
%	55.11	57.61	59.24	61	62.24	63.35
S.E.	0.962	0.962	0.951	0.952	0.953	0.952
Unwtd. N	7337	7337	7337	7337	7337	7337
1980 Graduates						
%	57.96	64.1	66.31	68.76	70.17	71.38
S.E.	0.999	0.957	0.949	0.934	0.921	0.917
Unwtd. N	5021	5021	5021	5021	5021	5021
1982 Graduates						
%	56.7	63.71	65.81	67.85		
S.E.	0.833	0.843	0.827	0.803		
Unwtd. N	6866	6866	6866	6866		
Blacks:						
1972 Graduates						
%	42.49	49.19	52.58	55.27	55.96	57.11
S.E.	3.29	3.626	3.626	3.726	3.721	3.719
Unwtd. N	837	837	837	837	837	837
1980 Graduates						
%	52.52	60.35	63.09	65.73	66.88	68.28
S.E.	1.559	1.469	1.471	1.429	1.416	1.447
Unwtd. N	2510	2510	2510	2510	2510	2510
1982 Graduates						
%	44.96	54.53	57.24	58.41		
S.E.	1.945	1.995	1.985	1.974		
Unwtd. N	1436	1436	1436	1436		
Hispanics:						
1972 Graduates						
%	33.84	35.47	38.56	41.37	43.39	44.77
S.E.	3.638	3.737	4.006	4.265	4.488	4.623
Unwtd. N	426	426	426	426	426	426
1980 Graduates						
%	46.86	54.49	56.81	59.7	60.62	61.4
S.E.	2.377	2.47	2.487	2.509	2.509	2.535
Unwtd. N	1806	1806	1806	1806	1806	1806
1982 Graduates						
%	46.45	52.16	55.08	56.6		
S.E.	2.213	2.29	2.201	2.213		
Unwtd. N	1580	1580	1580	1580		

Data for Figure 5
Cumulative Percent of High School Graduates Enrolled in Postsecondary Education Each Year after High School, by Socioeconomic Status

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
High Socioeconomic Status:						
1972 Graduates						
%	81.19	83.9	84.86	86.5	87.57	88.57
S.E.	1.059	1.053	1.035	1.025	0.998	0.979
Unwtd. N	2631	2631	2631	2631	2631	2631
1980 Graduates						
%	79.77	86.57	88.15	89.5	90.24	90.85
S.E.	1.321	1.145	1.093	1.021	1.002	0.97
Unwtd. N	1844	1844	1844	1844	1844	1844
1982 Graduates						
%	79.32	85.88	86.89	87.73		
S.E.	1.095	0.999	0.993	0.973		
Unwtd. N	2925	2925	2925	2925		
Medium Socioeconomic Status:						
1972 Graduates						
%	49.68	52.6	54.53	56.27	57.51	58.83
S.E.	1.272	1.276	1.253	1.241	1.249	1.261
Unwtd. N	4182	4182	4182	4182	4182	4182
1980 Graduates						
%	56.92	63.13	65.56	68.17	69.7	70.92
S.E.	1.106	1.065	1.05	1.021	1.011	0.996
Unwtd. N	4062	4062	4062	4062	4062	4062
1982 Graduates						
%	52.46	60.31	62.98	65.42		
S.E.	0.952	0.912	0.894	0.866		
Unwtd. N	5022	5022	5022	5022		
Low Socioeconomic Status:						
1972 Graduates						
%	28.83	31.55	33.98	36.25	37.69	38.68
S.E.	1.3	1.36	1.426	1.485	1.526	1.557
Unwtd. N	2124	2124	2124	2124	2124	2124
1980 Graduates						
%	39.6	45.61	48.03	51.18	53.02	54.44
S.E.	1.346	1.359	1.359	1.359	1.352	1.346
Unwtd. N	3401	3401	3401	3401	3401	3401
1982 Graduates						
%	30.48	37.53	40.32	42.23		
S.E.	1.27	1.334	1.36	1.397		
Unwtd. N	2531	2531	2531	2531		

Data for Figures 2-5
Cumulative Percent of 1972 High School Graduates Enrolled in Postsecondary Education after High School, Years 7-14

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
TOTAL	63.35	64.11	64.88	65.87	66.43	67.26	67.89	68.23
S.E.	0.911	0.915	0.907	0.900	0.899	0.894	0.888	0.883
Unwtd N	8946	8946	8946	8946	8946	8946	8946	8946
Sex								
Male	64.88	65.39	66.47	67.67	68.20	68.75	69.10	69.46
S.E.	1.351	1.353	1.336	1.322	1.322	1.320	1.316	1.318
Unwtd N	4213	4213	4213	4213	4213	4213	4213	4213
Female	61.89	62.89	63.38	64.16	64.75	65.84	66.74	67.06
S.E.	1.173	1.181	1.178	1.175	1.180	1.160	1.153	1.149
Unwtd N	4733	4733	4733	4733	4733	4733	4733	4733
Race/Ethnicity								
Hispanic	46.48	47.06	47.62	48.55	48.89	54.91	55.85	56.73
S.E.	4.559	4.600	4.652	4.698	4.723	5.189	5.235	5.080
Unwtd N	426	426	426	426	426	426	426	426
Black	58.99	59.77	61.09	61.48	62.07	62.36	62.99	63.06
S.E.	3.715	3.722	3.748	3.760	3.760	3.750	3.722	3.722
Unwtd N	837	837	837	837	837	837	837	837
White	64.69	65.46	65.99	67.01	67.57	68.25	68.84	69.20
S.E.	0.953	0.956	0.947	0.936	0.936	0.932	0.923	0.917
Unwtd N	7337	7337	7337	7337	7337	7337	7337	7337
Socioeconomic Status								
Low	41.23	42.37	43.16	44.05	44.65	46.56	47.41	47.95
S.E.	1.600	1.615	1.633	1.649	1.660	1.728	1.745	1.754
Unwtd N	2124	2124	2124	2124	2124	2124	2124	2124
Medium	60.10	60.91	61.98	63.21	63.90	64.56	65.39	65.75
S.E.	1.256	1.264	1.252	1.233	1.231	1.235	1.227	1.230
Unwtd N	4182	4182	4182	4182	4182	4182	4182	4182
High	89.32	89.64	89.85	90.47	90.74	90.92	90.97	91.11
S.E.	0.976	0.967	0.961	0.952	0.948	0.942	0.940	0.937
Unwtd N	2631	2631	2631	2631	2631	2631	2631	2631

Data for Figure 6
Percent of High School Graduates Who Had Enrolled in Postsecondary Education within Four Years of High School Graduation

(The data for Figure 6 are the "Year 4" data shown in Figures 2-5.)

Data for Figure 7
Percent of Immediate Entrants Persisting in Postsecondary Education for Various Lengths of Time

	Year 1	Year 2	Year 3	Year 4
1972 Graduates	89.04	71.46	56.42	47.44
S.E.	0.729	1.024	1.137	1.127
Unwtd. N	4910	4910	4910	4910
1980 Graduates	90.07	66.31	55.05	28.69
S.E.	0.602	0.965	1.033	0.915
Unwtd. N	5442	5442	5442	5442
1982 Graduates	89.47	51.52	37.51	27.07
S.E.	0.544	0.929	0.874	0.794
Unwtd. N	6012	6012	6012	6012

Data for Figure 8
Percent of Immediate Entrants Persisting in Postsecondary Education Each Year after High School, for Males and Females

	Year 1	Year 2	Year 3	Year 4
Males:				
1972 Graduates	89.89	73.88	58.54	50.40
S.E.	0.982	1.335	1.669	1.660
Unwtd. N	2431	2431	2431	2431
1980 Graduates	91.25	68.47	56.77	28.81
S.E.	0.869	1.438	1.526	1.441
Unwtd. N	2354	2354	2354	2354
1982 Graduates	90.43	52.16	38.92	29.53
S.E.	0.788	1.361	1.331	1.173
Unwtd. N	2719	2719	2719	2719
Females:				
1972 Graduates	88.17	68.99	54.25	44.41
S.E.	1.098	1.530	1.542	1.557
Unwtd. N	2479	2479	2479	2479
1980 Graduates	89.08	64.48	53.60	28.58
S.E.	0.832	1.281	1.338	1.117
Unwtd. N	3088	3088	3088	3088
1982 Graduates	88.69	50.99	36.35	25.04
S.E.	0.722	1.159	1.068	0.994
Unwtd. N	3293	3293	3293	3293

Data for Figure 9
Percent of Immediate Entrants Persisting in Postsecondary Education Each Year after High School, by Race/Ethnicity

	Year 1	Year 2	Year 3	Year 4
Hispanics:				
1972 Graduates	89.47	61.85	43.67	33.42
S.E.	2.873	4.371	4.233	4.029
Unwtd. N	162	162	162	162
1980 Graduates	87.91	59.05	47.16	21.02
S.E.	2.049	3.059	3.221	2.326
Unwtd. N	914	914	914	914
1982 Graduates	86.96	40.89	28.34	20.15
S.E.	3.128	3.064	2.708	2.467
Unwtd. N	826	826	826	826
Blacks:				
1972 Graduates	82.86	63.49	51.65	41.49
S.E.	5.105	5.003	5.046	5.002
Unwtd. N	363	363	363	363
1980 Graduates	89.68	59.53	50.27	21.02
S.E.	1.562	2.135	2.076	1.604
Unwtd. N	1214	1214	1214	1214
1982 Graduates	86.41	40.83	24.82	15.45
S.E.	2.116	2.567	2.286	1.767
Unwtd. N	778	778	778	778
Whites:				
1972 Graduates	89.45	72.32	56.90	48.15
S.E.	0.711	1.082	1.224	1.215
Unwtd. N	4200	4200	4200	4200
1980 Graduates	90.00	66.92	55.41	29.89
S.E.	0.702	1.136	1.208	1.067
Unwtd. N	2962	2962	2962	2962
1982 Graduates	89.87	53.28	39.26	28.67
S.E.	0.584	1.033	0.988	0.924
Unwtd. N	4023	4023	4023	4023

Data for Figure 10
Percent of Immediate Entrants Persisting in Postsecondary Education Each Year after High School, by Socioeconomic Status

	Year 1	Year 2	Year 3	Year 4
Low Socioeconomic Status:				
1972 Graduates	81.69	59.27	42.95	34.07
S.E.	2.985	2.795	2.408	2.201
Unwtd. N	679	679	679	679
1980 Graduates	87.08	55.63	41.16	19.04
S.E.	1.419	2.053	1.941	1.447
Unwtd. N	1447	1447	1447	1447
1982 Graduates	82.75	36.85	22.64	14.87
S.E.	1.989	2.453	2.078	1.505
Unwtd. N	920	920	920	920
Medium Socioeconomic Status:				
1972 Graduates	87.52	67.82	51.10	42.45
S.E.	1.037	1.551	1.642	1.598
Unwtd. N	2195	2195	2195	2195
1980 Graduates	89.75	63.39	52.28	27.18
S.E.	0.847	1.399	1.400	1.268
Unwtd. N	2314	2314	2314	2314
1982 Graduates	88.01	46.99	32.84	23.40
S.E.	0.805	1.256	1.181	1.072
Unwtd. N	2789	2789	2789	2789
High Socioeconomic Status:				
1972 Graduates	92.92	79.16	66.39	57.01
S.E.	0.911	1.426	1.653	1.742
Unwtd. N	2035	2035	2035	2035
1980 Graduates	92.15	76.43	66.69	36.84
S.E.	0.956	1.455	1.616	1.736
Unwtd. N	1461	1461	1461	1461
1982 Graduates	93.22	61.29	47.58	35.15
S.E.	0.693	1.414	1.379	1.366
Unwtd. N	2289	2289	2289	2289

Data for Figure 11
Percent of High School Graduates Attaining One-Year or Two-Year Degrees

(See Table 2a.)

Table 1a
Percent of Graduates Entering Postsecondary Education at Various Times

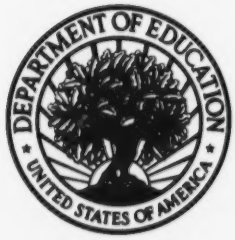
	Enrolled Immediately	Enrolled by End Year 1	Enrolled by End Yearr 2	Enrolled Years 3,4
1972 Graduates				
Percent	47.49	53.07	55.89	3.81
S.E.	0.908	0.908	0.914	0.265
Unwtd N	1957			
1980 Graduates				
Percent	52.61	57.12	63.5	4.75
S.E.	0.859	0.856	0.82	0.33
Unwtd N	2812			
1982 Graduates				
Percent	49.94	54.45	61.78	4.12
S.E.	0.726	0.738	0.738	0.268
Unwtd N	2989			

Table 2a
Percent of High School Graduates Attaining One-Year or Two-Year Degrees

	1972 Graduates:		1980 Graduates:		1982 Graduates:
	Award By 6/76	Award By 6/78	Award By 2/84	Award By 2/86	Award by 2/86
TOTAL	6.39	7.87	8.84	12.51	7.85
S.E.	0.288	0.311	0.416	0.482	0.355
Unwtd. N	8946	8946	10229	10229	10541
Sex					
Male	5.57	7.09	7.7	10.84	5.94
S.E.	0.396	0.445	0.565	0.656	0.463
Unwtd. N	4213	4213	4655	4655	4961
Female	7.16	8.62	9.92	14.08	9.59
S.E.	0.403	0.437	0.573	0.668	0.535
Unwtd. N	4733	4733	5574	5574	5588
Race/Ethnicity					
Hispanic	3.29	4.01	9.16	14.71	9.49
S.E.	0.93	1.005	1.338	1.838	1.558
Unwtd. N	426	426	1875	1875	1582
Black	2.14	3.48	6.37	10.42	7.14
S.E.	0.563	0.69	0.598	0.817	0.93
Unwtd. N	837	837	2630	2630	1439
White	6.94	8.52	9.03	12.54	7.93
S.E.	0.329	0.357	0.487	0.558	0.4
Unwtd. N	7337	7337	5139	5139	6881
Socioeconomic Status					
Low	4.19	5.3	7.12	10.06	7.99
S.E.	0.449	0.501	0.653	0.758	0.817
Unwtd. N	2124	2124	3544	3544	2537
Medium	7.22	8.64	10.01	13.89	8.52
S.E.	0.431	0.467	0.649	0.714	0.485
Unwtd. N	4182	4182	4187	4187	5030
High	6.73	8.67	9.88	13.36	6.35
S.E.	0.543	0.578	0.916	1.059	0.616
Unwtd. N	2631	2631	1878	1878	2932

Table 3a
Percent of High School Graduates Attaining 4-year Degrees

	1980 Graduates: BA Degree By Feb. 1986	1972 Graduates: BA Degree By June 1976
TOTAL	18.77	14.33
S.E.	0.683	0.559
Unwtd. N	10229	8946
Sex		
Male	18.35	13.32
S.E.	0.912	0.751
Unwtd. N	4655	4213
Female	19.17	15.29
S.E.	0.861	0.826
Unwtd. N	5574	4733
Race/Ethnicity		
Hispanic	6.75	3.09
S.E.	0.74	0.762
Unwtd. N	1875	426
Black	10.14	7.75
S.E.	0.969	0.972
Unwtd. N	2630	837
White	20.79	15.61
S.E.	0.806	0.637
Unwtd. N	5139	7337
Socioeconomic Status		
Low	6.84	5.02
S.E.	0.581	0.475
Unwtd. N	3544	2124
Medium	15.56	10.92
S.E.	0.753	0.585
Unwtd. N	4187	4182
High	38.25	29.15
S.E.	1.625	1.44
Unwtd. N	1878	2631


DEPARTMENT OF EDUCATION
UNITED STATES OF AMERICA